



# Koalaty mes

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Please share this newsletter with others in your organization.



## Harris Interactive "State of Quality in Education" Research

ASQ recently conducted a national survey to better understand the current state of quality in American public education. ASQ Koalaty Kid and the ASQ Education Division collaborated on this effort to establish a baseline measure to monitor future progress in the use of quality tools and processes in K-12 education. Conducted by the internationally known firm of Harris Interactive Inc., the survey included K-12 principals in a telephone survey. Results of the survey will be released at the National Quality in Education Conference, in Columbus, OH, September 29-October 1.

### ASQ Koalaty Kid to Host Roundtable Event

What is the state of quality in U.S. education today? Do principals consider quality to be a valuable approach to education and to what extent are they using quality tools and concepts? The current study examined these issues from the perspectives of principals in elementary, middle and junior high, and senior high schools. The principals' schools represented different school district sizes and locations (urban, suburban, rural), as well as school levels. Furthermore, the principals themselves had a range of experiences in their position. All three factors play a role in quality in education, with school level prominent among them. Suzanne Keely, manager, ASQ Koalaty Kid, will meet with several quality in education thought leaders during NQEC to plan an educa-

tion roundtable in the near future. The roundtable will discuss the present and the future of quality in education. *For NQEC information, see p. 9.*

### "Navigating the Quality Journey" Sets Sail and Lands Worldwide

Connie R. Faylor  
President, ASQ Koalaty Kid

"ASQ is the best thing that has happened for our schools in terms of systems," said Edward Nelson, principal, Pleasant Hill School, Palatine, IL. Nelson was just one of over 500 attendees who met April 21-23, 2002, at the 13th Annual ASQ Koalaty Kid Conference. Educators, business leaders, and ASQ section representatives came to Chicagoland, or more specifically, Schaumburg, IL, to network, share, and learn about the value and results of the quality process in education.

The conference received honor roll marks from all of the attendees. Perry Soldwedel, superintendent, CCSD #300, Pekin, IL, stated, "I have been to the last three conferences and the enthusiasm that comes from teachers who are using quality principles is contagious. It is great to network with others who are using the processes and tools. We have the opportunity to learn with, and to learn from, those who continue the journey."

The event included keynote presentations by Tom Mosgaller, ASQ chair;

cont. on p. 2

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Dr. John Conyers, superintendent of schools, CCSD #15, Palatine, IL; Dr. Sharon Knotts Green, director of Educational Technologies, Motorola; and Sandra Cokeley Pedersen, director of Quality & Community Relations, Pearl River School District, Pearl River, NY, Malcolm Baldrige Award recipient.

Nine school tours were offered during the conference. Tom Mosgaller expressed his enthusiasm after visiting Thomas Jefferson Elementary in Palatine, "It is so rewarding to see every child being part of their own learning process, developing their own goals, monitoring their own progress, and celebrating success with their classmates." Liz Greenlimb, a third/fourth-grade teacher from Rolling Meadows, IL, said that she has had a significant amount of quality training and having that background enhanced the applications that she witnessed on the school visit.

Each attendee was able to gain additional knowledge and share a new idea with others. Debbie Barnes, special education teacher from Lincoln Elementary, Hutchinson, KS, works in a multi-grade (first through sixth), multi-special need classroom. She noted that the Lotus diagram has been an extremely valuable tool. The visual and thematic connections of this tool enable all of her students to participate in the learning process.

Local educators, ASQ members, and business leaders worked for the past 18 months to plan the event. Pam Cullotta, co-chair of the local committee and ASQ Koalaty Kid Alliance board member, commended her team. "We had a wonderfully talented and professional group that was committed to the process. We wanted the school tours to demonstrate the PDSA process, not just the tools. We wanted to provide significant value to our attendees and have them look back and say this is the best conference they have ever attended." Jill Weininger, ASQ Koalaty Kid Alliance board member and member of the local committee, "...felt that the conference was wonderfully successful and we were able to introduce so many new people to the power of quality tools and the process in the classroom."

When Sandra Cokeley Pedersen gave her remarks about the Baldrige process at Pearl River, she noted that she attended the Koalaty Kid conference two years ago. She said the district was struggling to find ways to implement PDSA in the classroom. At our Sacramento conference, she found the resources and the process to make that happen. How rewarding for

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all of us to see where the elements of the Koalaty Kid approach can lead!

Based on the results of this year's conference, mark your calendar for the 14th Annual Conference April 6-8, 2003, in Ottawa, ON, Canada. As stated in the words of Tom Mosgaller, "This conference shows that Koalaty Kid really allows teachers to express their passion for developing the great workers and citizens of the future." ■

## Baldrige Director Discusses Performance Excellence at ASQ Headquarters

(The following article first appeared on [www.asq.org](http://www.asq.org))

Harry Hertz, director of the Baldrige National Quality Program, visited ASQ headquarters as part of the U.S. Quality Council board meeting that took place June 19. In the morning he met with senior quality leaders from U.S. Fortune 100 companies. Later that day, he took the opportunity to share his insights on the Baldrige process with ASQ staff.

He began by describing two types of participants in the Baldrige National Quality Award—winners and learners, with the latter being the more important of the two. He stated that the Baldrige process is "about learning, not about the award."

Hertz then discussed the characteristics of a world-class organization. From well over a decade's experience working with organizations taking part in the Baldrige process, Hertz and his team in Washington, DC, have assembled an abundance of research on organizational success. Key ingredients are as follows:

- The organizations have senior leadership that is committed to the organization and its staff. These leaders are visionary.
- World-class organizations are focused on understanding customers, building relationships with customers, and satisfying customers.
- Organizations of the highest caliber project what their customers' needs are, both in the present and for the future.
- High-functioning organizations have defined their key processes and understand them well.

- These organizations exhibit strong financial performance as compared to their competitors, even during economic downturns.

Hertz went on to talk about performance excellence. He has found that there are three key drivers of organizational excellence:

- The organization is focused on delivering value to customers;
- The organization is focused on internal operational processes; and
- The organization is committed to learning as an entity and to staff learning.

When asked by a member of the audience what challenges he sees for quality both now and in the future, Hertz mentioned two scenarios. Recognizing the dichotomy that has existed between the so-called "soft side" of quality (practitioners who focus their efforts on teamwork, interpersonal skills, etc.), and the "hard side" of quality (practitioners who use quality tools, techniques, etc.), Hertz sees the need for the two camps to converge. As quality professionals continue their work in the 21st century, faced with continued globalization, people skills and technological aptitude are both needed.

Hertz also stated that quality practitioners need to take on more of an educational role within their organizations. If an organization is to be successful, quality has to become everyone's business. As such, quality practitioners will be looked to for their expertise on a wide range of business matters; consequently, they need to become more integrated into the organization and possess a keen knowledge of its business.

Hertz believes the future of the Baldrige Award is promising. Applications are up this year, 49 versus 37 in 2001. Many of the organizational applicants represent the service areas of education and health care as opposed to the traditional manufacturing sector, reflecting a trend toward quality's applicability across a variety of fields. Hertz also mentioned that a nonprofit category might be added to the award program in 2004. This decision will be made by Congress, but by all indications, approval appears promising.

For more information on the Malcolm Baldrige National Quality Award, visit <http://www.asq.org/info/baldrige/index.html> or <http://www.quality.nist.gov/>. ■



## ASQ Continues Talks With the U.S. Department of Education

For the past three years, representatives from ASQ have been traveling to Washington to discuss continuous improvement opportunities with the U.S. Department of Education. In June 2002, Dick Sandretti, ASQ director of public relations and market research, and representatives of Sellery Associates met with Kim Strycharz, special assistant for corporate outreach. This was a follow-up meeting from a visit in March, specifically to bring hard data to deputy assistant secretary Linda Wilson regarding successes in Koalaty Kid schools.

The Department of Education has been interested in working Koalaty Kid into its goals but needs to determine the best way this can be accomplished. Details of successive meetings will be made available in future *KoalaTymes* issues. ■

## Getting On With the Business of Education

Bethany Samuelson

Winner, ASQ/AQP Scholarship Award Essay

America is a business. It is managed by the government, and its citizens comprise both its employees and customers. Like any good business, America must run properly. Its methods must be practical and efficient, and its workers must be skilled and well trained. Where do such workers come from? They are products of the educational system. Therefore, in order for America to be effective, successful, and prosperous, its education system, the root of its infrastructure, must be top quality. The primary question, of course, is how to achieve such a goal. The goal must be approached in the same manner as it would be in any other organization. It is my opinion that this endeavor would be best accomplished through the use of a quality improvement process. Such a process has 10 steps and requires many tools. This process and these tools have already been tried, and proven to be true, in businesses throughout the nation and world. To be successful, these proven methods merely need to be applied. This application is best analyzed step by step.

Step one is to identify the mission. This step is absolutely essential, yet may be more difficult

than it first appears. The purpose of this organization, the educational system of America, must be defined. The end goal of primary and secondary education is to produce students who are well educated and prepared to either continue their higher education or enter the work force. In order to better understand this goal, the individual components must be defined and clarified. The first half of the goal is to produce well-educated students. What, then, is a well-educated student? Perhaps the best definition is a student who is well rounded, with an adequate understanding of the core subjects, such as math, literature, basic science, and foreign language. Additionally, students must possess the skills to communicate this knowledge effectively. The second half of the goal is to produce students who are prepared to either continue their higher-level education or enter the work force. This means that students must have an ability to learn and study both in the classroom and in the work environment. They must also be equipped with good work ethics and an ability to follow through with directions accurately and efficiently.

The second step is to identify customers and requirements. In the school system, there are two types of customers. The first set is, obviously, the students. The students are the customers who actually receive the education, and are most directly affected. The second set of customers is comprised of the work force itself. This second group experiences the results from a more removed standpoint, but still feels a significant impact. The students, while filling the role of customers, also must fulfill the requirements of a product. Ideally, all the students who pass through the educational system will eventually enter the work force, and begin to serve society. Thus the customers are the students and the work force, and the requirements are to prepare the students to be skilled and productive members of corporate America.

The third step in the quality improvement process is to assess the current state of the company. One tool that might be used in this step is a histogram. This tool could be used to view variation in data. In the school system, there will be a great variety in data, due to the fact that people are the product. Additionally, there is much data to be analyzed. The progress of students while in school is necessary to view data on how

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many students successfully complete school, how many enter the work force, how many move on to colleges or trade schools, and how many move on to graduate schools. All of this information will help the school system assess just how successful it is in achieving its goals.

The fourth step is to define a preferred state, problems, and improvement opportunities. The fulfillment of this step depends largely upon the outcome of the third step. A preferred state must be one in which the most students possible move on to be successful in their post-secondary education and employment. Problems, however, will vary from region to region. One school, for example, may need to focus on a certain department, in order to help students learn and understand more of a subject they seem to be lacking in. Another school may need to focus on minimizing its dropouts, or on providing more opportunities and education about post-secondary training. There will always be improvement opportunities, but they too may vary. Ultimately, they may depend on the school's resources.

The next step to take in the quality improvement process is to identify barriers and root causes. This will unfortunately, be a very frustrating step. Schools are very limited, as the public school system receives funding from the state. One key barrier in every public school will always be finances. The taxpayers' dollars will only stretch so far. Root causes also may be beyond the school's control. Parental apathy, for example, may cause many students to not fulfill their maximum potential, regardless of the quality of their education. This is a step educators will dread.

The sixth step is the first one in which the analyzer may see a little progress. In this step, the school must begin to develop improvement solutions, strategies, and plans. The educational system will need to refer back to its preferred state and improvement opportunities in order to determine priority situations. At this point in time, benchmarking may be a very appropriate tool. Through the use of benchmarking, schools could compare their situation with those of other schools. They could perhaps adopt the policies of other schools that may be having more success in certain areas. Benchmarking would increase knowledge and

experience greatly. There would be more minds and more wisdom working toward the single goal. Once the school has determined which areas are to be improved, a flowchart may be utilized in order to create a fixed goal and an ordered list of steps that will be taken with this goal in mind.

This will bring the school to its single most important phase, implementing the plans. Even the greatest plan is useless without implementation, and the poorest plan may yet receive results if implemented properly. Implementation will be a struggle. It is a process that must work its way down through the administration, the teachers, and finally the students. Before any action can be taken, all the parties will need information in order to be unified in their efforts toward a single goal. Furthermore, they may require motivation. If any of the parties does not feel that the plans will be beneficial, or seeks to enact them halfheartedly, the process will be limited. This may require high expectations of success, as well as enthusiasm on the part of all.

After enacting the plan, it will be necessary to monitor the results, the eighth step. Results may be difficult to gather, as it will take several years for any group of students to pass completely through the process, and then to enter the work force, where new statistics can be taken. Once this point has finally been reached, it may even be necessary to recycle the whole process thus far, in order to receive maximum results. The process will be long and challenging, but the rewards will be abundant.

The next to last step will be standardization. This process will need to be standardized across the school, the district, and possibly even other districts. This, too, will take time, but the goal will be clearer, and the rewards more certain. Even during this process, there will be details to be worked out. There will be certain parts of the program that work for some departments, and not for others. The entire plan may work for some schools, but not be logical or productive for others. During this step, the plan will mutate a great deal, but experience will be gained that will make each individual situation a little easier to handle.

The tenth and final step is to conclude the project. A project of this magnitude will require many years of hard work before it ever reaches this stage. In fact, this project may never be completed. Students, funding, goals, and needs will all change. Many personnel and students will pass through the system before any end is in sight. Discouraging as it sounds, this is a good thing. Schools must continually be challenging themselves to provide the best and most thorough education possible.

This 10-step program has been tried and proved in companies. However many similarities schools and companies may have, they have just as many differences. This must be taken into consideration. Students are not employees, and human beings will never be constant products. Human beings have thoughts, emotions, and the free will that objects do not possess. It is very possible, and even likely, that this process, in its current state, will not work for the school system. It will have to mutate and change and take into account the variances among individuals. This, however, does not mean inevitable failure. It will only require a great deal of creativity and a lot of hard work. Hope, however, is found in the fact that the possibility exists, and that scholars and companies have already laid the groundwork for an applicable, successful process. The school system is not in the supply and demand situation that a company is, so it is necessary that it be challenged in other ways to ensure quality. America is a business. It is the most powerful business in the world.

*Bethany Samuelson is a recent graduate of Richland High School. This fall she begins pre-law studies at Seattle Pacific University. She welcomes your comments and questions about her essay. You may reach her at res0onx5@verizon.net .*

## What's Happening in Quality?

### ASQ's Education Division: Another Way of Keeping Informed

While all of you know and recognize Koalaty Kid as ASQ's quality initiative, you might be unaware of a valuable resource and network of quality professionals linked directly to education.

With a membership consisting of educators and administrators from the public and private sectors, business professionals, and others who want to explore and promote the use of quality principles in all aspects and at all levels of education, the ASQ Education Division has promoted K-16 education from its inception in 1994. In recent years, K-12 has been an ever-growing concern. Following is the Education Division's classroom quality initiative, which is to promote:

1. the use of quality principles in K-12 classrooms
2. the teaching about quality management in the classroom
3. a dialogue on quality within the K-12 setting
4. the Education Division among K-12 educators

Every issue of *KoalaTymes* will now feature news from the Education Division. ■

### Kingsley Elementary Gains 49% in Writing Performance

Hank Somers, Vice President, ASQ Koalaty Kid Alliance board of directors

Kingsport, TN—Kingsley Elementary School has made huge gains in student writing performance using the Koalaty Kid approach to improvement. The Kingsley School Improvement Plan was used to identify student writing as the most significant academic need for the school and the Koalaty Kid Plan-Do-Study-Act (PDSA) project for the 2001-02 school year. Approximately 75% of Kingsley students participate in the free and reduced lunch program. Kingsley had also been identified as a low-performing school and faced possible state takeover if it did not show significant improvements.

Kingsley's Koalaty Kid steering team, which meets monthly, developed a PDSA project plan

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that included a weekly writing exercise for all grades in the school. Quality tool training was provided for the Koalaty Kid team and faculty. The Lotus diagram became the primary tool used for the improvement of student writing.

The Northeast Tennessee Section Koala (a section member's wife in the koala costume) visited school assemblies in November and May to congratulate students for writing improvement. The events were specifically designed to celebrate student improvements and not to simply recognize the "top" writers.

The writing assessment mandated by the Tennessee State Department of Education in spring 2002 confirmed the improvement in student writing performance. Kingsley students made a 49% gain in the total percentage of students performing at the competent level and above on a six-point scoring scale. A 2% gain in writing was expected. Needless to say, the Kingsley Koalaty Kid team, school principal, and faculty are ecstatic about the improvement in writing.

The Business Excellence Institute, the training arm for Pal's Sudden Service (a 2001 Baldrige Award recipient) is the business partner for Kingsley Elementary. Hank Somers represents the Business Excellence Institute on the Kingsley Koalaty Kid team, and is also the ASQ representative for the Northeast Tennessee Section of ASQ. Hank is a member of the ASQ Koalaty Kid Alliance board of directors. ■

## **Rock Island Rocks With New Site**

Rock Island, IL—Looking for ideas for describing quality to colleagues, classroom instruction, learning opportunities? Look no further than the Rock Island School District 41 continuous improvement resource site. Housed on the Rock Island curriculum page, this valuable and comprehensive resource ensures educators, parents, students, community members, and the Web-surfing public at large have access to lesson plans, digital photos of classroom implementation, evaluations from schools having completed training, and much more. Jay Marino, assistant superintendent, has spearheaded the district's quality process implementation, which culminated with the introduction

of the Koalaty Kid initiative to five of their 12 schools this past school year. Marino expects the remaining seven schools will be trained by the end of the 2002-03 school year.

Following are examples of material the Web site offers:

If visitors came to a classroom focused on continuous improvement...

### **Would they see . . .**

- Classroom mission statement
- Classroom goals and measures
- Data indicating class progress toward classroom goals
- Plus/delta from the previous day/class
- Action plan for the day
- Chairs/desks/tables arranged to support collaborative work in achieving classroom goals

### **Would they also see . . .**

- The school mission and the school goals
- Grade-level/course standards in kid-friendly language
- Flowchart(s) of key classroom process(es)
  - Such as morning routine, homework, lab
- Regular class meetings at which goals are reviewed, progress is shared, ideas for improving the classroom learning system are shared

### **Would they hear . . .**

- The teacher talking to students about what's important
- The students talking to the teacher about how they can work together to achieve what's important
- Students talking to the teacher about their personal goals and action plans
- Students asking their teacher for assistance in achieving their personal goals
- Students talking to students about class and personal goals and strategies for achieving them

### **Would they also see . . .**

- Students talking to visitors about the classroom learning system, the class mission, goals, and measures
- Student-led conferences with parents to share progress toward learning goals

## Would they feel . . .

- Synergy
- A sense of learning community
- Shared accountability toward achieving class and personal goals
- Excitement about learning
- Respect for different talents, competencies, and perspectives
- A willingness to collect and analyze data to improve the learning system
- A commitment to continual improvement

For more information, visit  
<http://curriculum/risd41.org/> .

*Editor's note: Thank you to Jay Marino, assistant superintendent, CCSD #41, for supplying KoalaTymes with site information.* ■

## Share Your Successes

To make data-driven decisions  
 Or not to make data-driven decisions  
 That is the question—  
 And we know what YOUR answer is.

As a member of the ASQ Koalaty Kid Alliance you're making an impact nationwide and internationally. You have SEEN RESULTS and know it WORKS! In an effort to share your hard-data results, we are collecting data from Koalaty Kid schools that reflect improvement over time, across disciplines in classrooms, schoolwide or throughout the district.

### Teachers Using Data Ask Questions...

- Do I collect and use classroom data and information to guide decision making?
- Do I use data to compare class performance to other classes in my school and other schools?
- Do students have access to the information they need to make good decisions about learning?
- Do I monitor the level of student involvement, well being, and satisfaction?
- Do I use the PDSA cycle as a model to design and improve teaching and learning processes?
- Do I use a plus/delta to evaluate the classroom workday and use the information to make improvements?

To share your data visit:  
[http://www.asq.org/mr/datacollection\\_form.html](http://www.asq.org/mr/datacollection_form.html)

If you have questions or would like to share your information but don't want to use this form to do it...please call 800-248-1946 and ask to speak with the Koalaty Kid department. ■

## Available From the American Society for Quality

**N e w N e w N e w**

### On Your Member Site

Visit [www.koalatykid.org](http://www.koalatykid.org) member site to view the new lesson plan series.

Looking for that special lesson, one that uses quality tools to assist with a curriculum subject matter? Look no further than your ASQ Koalaty Kid Alliance member Web site. Now, for members only, this practical information is available for your use. This lesson plan series is made possible through the tireless efforts and generosity of the Lehigh Valley Education Partnership.

When you've finished searching through the lesson plans, check out the Happenings/Happened page. It features events, findings, results, and a whole lot more from around the world.

Once you've visited the site, let us know if we're missing anything; here's how to do that:

The past:

Have you given a presentation? Visit  
<http://www.asq.org/mr/kkawareness.html> .

Did you provide training? Visit  
<http://www.asq.org/mr/kktraining.html> .

Do you have results to share? Visit  
[http://www.asq.org/mr/datacollection\\_form.html](http://www.asq.org/mr/datacollection_form.html) .

The future:

Giving a public presentation (town meeting, conference, etc.)? Send an e-mail to [koalatykid@asq.org](mailto:koalatykid@asq.org) .

Providing training? Send an e-mail to [koalatykid@asq.org](mailto:koalatykid@asq.org) .

Holding public training session(s)? Send an e-mail to [koalatykid@asq.org](mailto:koalatykid@asq.org) .

Fill out the easy-to-use e-forms and we'll make sure the information is placed in the correct area. Visit your Alliance member site today!!!

*Editor's note: Can't find your membership number? Call ASQ customer service at 800-248-1946 for assistance.*

## Conferences

### 10th National Quality Education Conference

Sponsored by:



**Sponsored by Quality Partnerships:**

**Collaboration for Success**

*September 29-October 1, 2002*

*Columbus, Ohio*

*Greater Columbus Convention Center*

### The Quest—Ours, Here, Today . . .

In today's educational environment, the focus on improvement and accountability requires every stakeholder to be actively supportive of the current educational system. Parents need to be involved in their child's school but must also be involved in supporting learning in the home. Businesses must shoulder the responsibility for helping schools understand the skills and talents employees need to help them succeed. Teachers and school administrators must accept the community expectation that students will be held to some performance measure.

### A Quality First: Three Schools Receive the Baldrige Award!

Highlighting the 10th NQEC is EduQuest—the presentation by the three recipients of the Malcolm Baldrige National Quality Award in education—on the first day.

Within the evolving framework that is education, the tools that have been used in businesses to improve performance, and the lessons learned, can be shared. The expectation is that schools will deliver a work force to the community that is prepared to innovate, cooperate, and succeed in a global economy. Creating the system to achieve this requires a focus on outcomes and a realization that whole community collaboration is the multiplier in the excellence equation.

## 14<sup>th</sup> ASQ Koalaty Kid International Conference

**April 6–8, 2003**  
**(Preconference April 5)**  
**Ottawa, ON,**  
**Canada**

Session proposal deadline

September 16, 2002 (visit

[http://www.asq.org/ed/conferences/koalatykid/cfp/session\\_cfp.html](http://www.asq.org/ed/conferences/koalatykid/cfp/session_cfp.html)

for proposal form)

**Ottawa Congress Centre**

**Hotel: Les Suites**

**Reservations 800-267-1989**

**Preliminary program  
available in December**

For updates on the conference visit  
[www.asq.org/ed/conferences/koalatykid](http://www.asq.org/ed/conferences/koalatykid) .

You'll gain invaluable insights to:

- The differences developing effective student-teacher partnerships can make
- The power of community, business, parent, and school partnering
- The benefits of applying the Malcolm Baldrige National Quality Award criteria
- Quality principles and tools that help achieve state and national standards
- High performance system effectiveness in classrooms, school buildings, and districts
- The benefits of quality in teacher preparation and staff development programs

Plan to join your peers from throughout the United States and abroad at the 10th NQEC in Columbus, OH. You'll hear firsthand accounts of success at every level and with every type of stakeholder. Students, teachers, parents, business partners, and administrators will share their successes and explain how they overcame roadblocks. You'll hear personal experiences of continual improvement—in small steps and giant leaps. At NQEC, you'll be able to learn by sharing real stories.

Note: All conference proceedings will be available to registrants on the Web in advance of the event.

**Group Discounts Available—Check the Online Registration Form!**

### Who Should Attend?

NQEC 2003 holds dynamic learning and networking opportunities for those working on improving education systems, including:

- School administrators
- School board members
- Superintendents
- Central staff
- Principals
- Classroom teachers
- District leaders
- Parents
- Business leaders

This is an especially important opportunity for educators who are not yet using quality processes but are interested in learning about their potential for making dramatic improvements. ■

**Publications (to order any of the following publications, or to find more publication listings, visit the ASQ Quality Press bookstore at [www.asq.org](http://www.asq.org))**



### Self-Assessment Guide to Performance Excellence

#### Aligning Your School With the 2001 Malcolm Baldrige Criteria for Performance Excellence

As more school districts and states focus on internal assessment and improvement, educators are looking for a simple to use, step-by-step guide through the criteria. ASQ Koalaty Kid provides that important tool with the *Self-Assessment Guide to Performance Excellence*.

Aligning with the 2001 Baldrige in Education Criteria, and complete with a comprehensive school profile used to begin assessment, this guide asks schools to:

- identify their greatest strengths and opportunities for improvement within each category
- compare their activity to the examples listed in the guide
- rate their quality implementation stage as beginning, emerging, or advanced

The new *Self-Assessment Guide* also includes expanded examples of what activity constitutes beginning, emerging, and advanced stages of implementing quality.

Appropriate for preparing state quality award applications and learning more about the national Malcolm Baldrige Award criteria, the *Self-Assessment Guide to Performance Excellence* is an indispensable, and very inexpensive, tool for a school's continuous improvement initiative.

Item K0770

Price: \$32

Available NOW through ASQ Quality Press at 800-248-1946 ■

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## **New ASQ Koalaty Kid Alliance Members 2002-03**

The ASQ Koalaty Kid Alliance is pleased to welcome the following organizations and individuals as members (as of August 8, 2002).

### **Organizations**

Lockeford Elementary School, Lodi Unified School District, Lockeford, CA

Lakewood Elementary School, Lodi Unified School District, Lodi, CA

Vinewood Elementary School, Lodi Unified School District, Lodi, CA

### **Individuals**

Nancy Blodgett  
Paul Borawski  
Gordon Constable  
Daniel Duhan  
Sally Duncan  
Connie Faylor  
David Gondak  
Pheleshia Hudson  
Heather Kaiser  
Sherry Null  
Yoshiaki Obara  
Lawrence Rogers  
John Simmons  
Mark Steffanina  
Narayen Ugar

## **ASQ Koalaty Kid Merchandise**

### **Shirts, Pencils, and More**

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## **Next issue**

**Harris Interactive Quality  
in Education Survey Results**

**14th ASQ Koalaty Kid  
International Conference Update**

**And more**



## **Welcome Back to School**

### **If you are going to...**

#### **NOEC**

September 29-October 1  
Columbus, OH

#### **NSDC**

December 7-11  
Boston, MA

**Stop by the ASQ Koalaty Kid booth!**

**We look forward to seeing you!**